



International Short Course

Does Climate Change Move You?

Understanding climate impacts on migration and the concepts, methods, and policies behind them

Workshop Programme

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University of Chiang Mai, Chiang Mai, Thailand

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Does Climate Change Move You?

TransRe Short Course | Chiang Mai | 22nd – 26th June 2015

Does Climate Change Move you? Understanding climate impacts on migration and the concepts, methods, and policies behind them						
Module Schedule						
Time	Duration	Mo	Tu	We	Th	Fr
08:45	Miniblock I	Transfer to CMU	Introduction to the day	Introduction to the day	Introduction to the day	Introduction to the day
09:00	Block I (1.30h)	M0 / Opening – Registration / Welcome <i>Promburom</i>	M 2 / Concept I – Livelihoods <i>Promburom</i>	M3 Methods I – PRA <i>Promburom</i>	M 5 / Excursion <i>Naruchaikusol / RTF</i>	M 5 / Excursion – Presentation & Discussion <i>Naruchaikusol / RTF</i>
10:30	Break (30 min)	<i>Group foto</i>				
11:00	Block II (1.30h)	M0 / Opening – Introduction, Expectations, Program etc. <i>Sakdapolrak</i> ➔ <i>Transfer to hotel</i>	M 2 / Concept II – Migration & Translocality <i>Peth / Porst</i>	M3 / Methods II – Social network analysis <i>Rockenbauch</i>	M 5 / Excursion <i>Naruchaikusol / RTF</i>	M4 / Policy & Stakeholders Ober / Coelho
12:30	Lunch (1.15 h)					
13:45	Mini Block II (15 min)	<i>Get to know: SEA-START Chinvanno</i>	<i>Get to know: TransRe Sakdapolrak</i>	<i>Get to know: RTF Promrit</i>	-	<i>Get to know: IOM Coelho</i>
14:00	Block III (1.30 h)	M1 / Content I – CC and migration <i>Sakdapolrak / Tolo / Chianvanno</i>	M1 / Content II – Case Studies <i>Sakdapolrak / Peth</i>	M3 / Methods III – Multi-sited ethnography <i>Porst</i>	M 5 / Excursion <i>Naruchaikusol / RTF</i>	M4 / Policy & Stakeholders Ober / Coelho
15:30	Break (30 min)		Reflection / Wrap up			
16:00	Block IV (1.30 h)	M1 / Content I & II – CC and migration & Case studies <i>Sakdapolrak / Peth</i>	<i>Chiang Mai – Site seeing- Chiang Mai</i>	M 5 / Excursion – Field preparation <i>Naruchaikusol / RTF</i> Transfer to the field	M 5 / Excursion <i>Naruchaikusol / RTF</i>	M0 / Synthesis & Closing – Summary, feedback & certificates <i>Promburom / Sakdapolrak</i>
17:30	Mini Block III (15 min)	Reflection / Wrap up		Group work preparation	Transfer to Chiang Mai	
18:30		Group work / Case Study		Overnight stay in Thung Hua Chang	Farewell dinner	

MODULE DESCRIPTION – OVERVIEW

MODULE 1 / CONTENT I: INTRODUCTION TO CLIMATE CHANGE AND MIGRATION

This module provides an overview of a) climate change & climate change adaptation as well as b) climate & environmental migration. Participants will be introduced to basic concepts and definitions related to the topics. Different issues and strands of the debate around climate migration will be addressed. The module will touch upon the conceptualization of climate change impacts on livelihoods and mobility patterns. The participants will furthermore deal with the way climate migration is discussed in the public debate. The module will enable the participants to understand the underlying assumptions in these debates.

1. Trainer:

Patrick Sakdapolrak, is a human geographer focusing on human-environment relations, vulnerability, resilience, and migration. He is head of the TransRe Project at the University of Bonn, in Germany.

Suppakorn Chinvano, is Program Manager – Climate Change Adaptation Studies at Southeast Asia START Regional Center, Chulalongkorn University and also Program Manager for Climate Change Adaptation Research at Thailand Research Fund.

Vera Tolo, studied geography focusing on development studies. She is a research associate and PhD scholar in an inter-disciplinary project on resilience of social ecological systems in East Africa at the Department of Geography, University of Bonn, Germany.

2. Key objectives / learning goal:

- Know the basics of climate change and climate change adaptation
- Know terms and definitions related to climate change & mobility pattern
- Know and understand the changes of the scientific discussion on climate change and migration
- Know the public discourse on climate change and migration, being able to interpret the underlying assumptions

3. Module scheduling:

- *Overview over the module (Patrick Sakdapolrak)*
 - Introduction to the module
- *Part 1: Climate change & cc adaptation (45 min) (Suppakorn Chinvano)*
 - Lecture & Discussion
- *Part 2: Environment-Migration Nexus – Environmental refugees? (90 min) (Patrick Sakdapolrak & Vera Tolo)*
 - What are environmental refugees and other?
 - How many and where from?
 - Who speaks and why?
 - What do scholars says?

4. Description of activities and exercises:

- *Part 1: Lecture and group discussion*
- *Part 2: What are environmental refugees and other?*
 - *Brief inputs*
 - *Group exercise I* – Environmental refugees in the context of other forms of mobility: collecting of terms related to human mobility individually on cards, cluster and categorize different forms of mobility in the plenum
 - *Group exercise II* – Variety of definitions of environmental refugees: discussion about different definitions of environmental refugees and others, identify differences and similarities
 - *Group exercise III* – Deconstructing “Climate Refugees”: Understanding the speakers, stylistic means, and effects of successful public representations of the relationship between migration and climate change
 - *Group exercise IV* – Understanding media discourse: Collecting the linguistic and symbolic meanings, social contexts, and relationships used and presented in the public debate on the nexus between climate change and migration

5. Literature:

Core reading

Black, R., Stephen, R., Bennett, G., Thomas, S. M., & Beddington, J. R. (2011). Migration as adaptation. *Nature*.

Bettini, G. (2013). Climate Barbarians at the Gate? A critique of apocalyptic narratives on “climate refugees.” *Geoforum*, 45, 63–72. doi:10.1016/j.geoforum.2012.09.009

Piguet, E. (2012). From “Primitive Migration” to “Climate Refugees”: The Curious Fate of the Natural Environment in Migration Studies. *Annals of the Association of American Geographers*. doi:10.1080/00045608.2012.696233

Further reading

Baldwin, A., Methmann, C., & Rothe, D. (2014). Securitizing “climate refugees”: the futurology of climate-induced migration. *Critical Studies on Security*, 2(2), 121–130. doi:10.1080/21624887.2014.943570

Black, R. (2001). Environmental refugees: myth or reality? (No. 34). Brighton.

El-Hinnawi, E. (1985). *Environmental Refugees*. Nairobi.

Felli, R. (2012). Managing Climate Insecurity by Ensuring Continuous Capital Accumulation: “Climate Refugees” and “Climate Migrants.” *New Political Economy*, 1–27.

Foresight. (2011). *Migration and Global Environmental Change Migration - Future Challenges and Opportunities*. Final Project Report. London.

Gemenne, F. (2011). Why the numbers don’t add up: A review of estimates and predictions of people displaced by environmental changes. *Global Environmental Change*, 21, S41–S49. doi:10.1016/j.gloenvcha.2011.09.005

Gemenne, F. (2015). One good reason to speak of ‘climate refugees’, (May), 70–71.

Myers, N. (2002). Environmental refugees: A growing phenomenon of the 21st century. *Philosophical Transactions of the Royal Society London: Biological Sciences: Series B*, 357(609–613), 609–13.

Piguet, E. (2010). Linking climate change, environmental degradation, and migration: a

methodological overview. Wiley Interdisciplinary Reviews: Climate Change, 1(4), 517–524.

MODULE 1 / CONTENT II: CASE STUDIES & RESEARCH PROJECTS

This module builds on previous modules and breaks down what has been learned before. The module will take a closer look at how different research project working on climate change and migration design their research projects. Furthermore, we will take a look at specific case studies in different countries that illustrate the range of the interrelations between environmental or climate change and migration.

1. Trainer:

Patrick Sakdapolrak, is a human geographer focusing on human-environment relations, vulnerability, resilience and migration. He is head of the TransRe Project at the University of Bonn, in Germany.

Simon Peth, studied geography and anthropology focusing on development studies and migration research. He is a research associate and PhD student in the TransRe Project at the Department of Geography, University of Bonn, Germany

2. Key objectives / learning goal:

- Understand the relation between climate change and migration in different geographical and socio-economic contexts
- Know the state of the art research projects on climate change and migration

3. Module scheduling:

- *Overview of the module* (5 min.)
- *Part 1: Analyzing existing research projects* (45 min)
- *Part 2: Case studies environment and migration* (90 min)

4. Description of activities and exercises:

- *Overview over the module*
- *Part 1: Research projects*
 - Review website of the projects: MICLE, WtRF, MECLEP, Climates of Migration
 - “SWOT” analysis of the projects
 - Synthesis
- *Part 2: Case studies environment and migration*
 - Make an understanding of the cases
 - Problem analysis
 - Preparation of the proposal
 - Presentation of the proposal
 - Discussion

5. Literature:

See handouts

MODULE 2 / CONCEPT I: LIVELIHOODS VULNERABILITY & RESILIENCE

This module provides background on the sustainable livelihoods framework and illustrates its application. Students will gain an understanding of the framework—which at its heart is about utilizing and integrating available assets to perform a set of strategic actions co-enabled by an institutional setup in order to respond to pressure/stress, which results in either the vulnerability or resilience of the community or society. The scope will extend to reveal the linkages of climate change-livelihoods-security-migration.

1. Trainer:

Panomsak Promburom is a research scientist at the Center for Agricultural Resource Systems Research, Chiang Mai University, Thailand

2. Key objectives / learning goal:

- Understand the concepts of livelihoods vulnerability & resilience for the analysis of the climate change-migration nexus
- Recognize their relations and intersections
- Be able to apply the concept in other relevant contexts
- Remark on their strengths and weaknesses

3. Module scheduling:

- Back ground and origin of the Sustainable Livelihood (SL) concept and framework (Lecture & discussion, 40 min)
- Group work: Exercise on using the SL to explore and assess the vulnerability to climate change (120 min)

4. Description of activities and exercises:

- Background and origin of the Sustainable Livelihood (SL) concept and framework.
 - Lecture (30 min)
 - Discussion (15 min)
- *Group work:* Case selection – split-up into 3 working groups
 - Sharing cases and selecting a case (15 min)
 - Preparation and brief presentation of the selected case (20 min)
 - Designing the group exercise (10 min)
- *Group work:* Exploring the case using the SL
 - Group working (30 min)
 - Presentation of the group work result. (20 min)
 - Discussion & wrap-up [10 min.]

5. Literature:

Core reading

Chambers, R., and G. Conway (1992). Sustainable rural livelihoods: Practical concepts for the 21st century. Institute of Development Studies, University of Sussex, IDS discussion paper 296.

DFID (1999). Sustainable Livelihoods Guidance Sheets., London: Department for International Development. (also available on www.livelihoods.org)

Reed, M.S., G. Podesta, I. Fazey, N. Geeson, R.Hessel, K. Letson, D. Nainggolan, C. Prell, M.G. Reckenbach, C. Ritsema, G. Schilch, L.C. Stringer, A.D. Thomas. (2013). Combining analytical framework to assess livelihood vulnerability to climate change and analyse adaptation options. *Ecological Economics*, 94. 66-77.

Further reading

Adger, N. W. (2000). Social and ecological resilience: are they related? *Progress in Human Geography*, 24(3), 347–364. doi:10.1191/030913200701540465

Adger, N. W., Kelly, P. M., Winkels, A., Huy, L. Q., & Locke, C. (2002). Migration, Remittances, Livelihood Trajectories, and Social Resilience. *AMBIO: A Journal of the Human Environment*, 31(4), 358–366.

De Haan, L., & Zoomers, A. (2005). Exploring the Frontier of Livelihoods Research. *Development and Change*, 36(1), 27–47.

De Haan, L., & Zoomers, A. (2003). Development Geography at the Crossroads of Livelihood and Globalisation. *Tijdschrift Voor Economische En Sociale Geografie*, 94(4), 350–362.

Keck, M., & Sakdapolrak, P. (2013). What is social resilience? Lessons learned and ways forward. *Erdkunde*, 67(1), 5–18. doi:10.3112/erdkunde.2013.01.01

Obrist, B., Pfeiffer, C., & Henley, R. (2010). Multi-layered social resilience: a new approach in mitigation research. *Progress in Development Studies*, 10(4), 283–293.

Sakdapolrak, P. (2014). Livelihoods as social practices – re-energising livelihoods research with Bourdieu 's theory of practice. *Geographica Helvetica*, 69, 1–10. doi:10.5194/gh- 69-1-2014

Scoones, I. (2009). Livelihoods perspectives and rural development. *Journal of Peasant Studies*, 36(1), 171–196.

MODULE 2 / CONCEPT II: MIGRATION THEORIES AND TRANSLOCALITY

People have always migrated and their mobility has likewise always been a driver of change. Capturing the diversity of human migration and understanding its causes and effects have always been key foci of migration theories. In a globalized world, the complexity of migration patterns has increased. This module will give an overview of a variety of new migration theories and takes a closer look into one of these new concepts: translocality. With this approach, scholars seek to understand links and intersections of places at a distance by analyzing people's influence on multiple places at the same time. Hence, places can be considered translocal. In this module, we will explore this concept's implications in more detail.

1. Trainer:

Simon Peth, studied geography and anthropology focusing on development studies and migration research. He is a research associate and PhD student in the TransRe Project at the Department of Geography, University of Bonn, Germany

Luise Porst, studied spatial planning and human geography with a special focus on developing countries. She is a research associate and PhD student in the TransRe Project at the Department of Geography, University of Bonn, Germany

2. Key objectives / learning goal:

- Get to know contents and background of both new migration theories and concepts of translocality.
- Understand their potential for studying the climate change-migration nexus, as well as their weaknesses
- Explore links and intersections between migration, translocality, and other concepts discussed in this short course (incl. resilience, vulnerability, livelihoods)
- Be able to apply these approaches in empirical research

3. Module scheduling:

- *Welcome to the session* (5min)
 - Structure of this module
 - What is migration? What does migration mean in your understanding? Snap shots of migration examples (PPT): Variety – who, where, what circumstances
- *New Migration Theories*: Input by the trainers/presentation (20 min):
 - Background: migration research, first concepts and macro theories (Push and pull model, neo-classical approaches)
 - Beyond Push and Pull: New approaches to understand and explain migration (decisions)
- *Translocality*: Input by the trainers/presentation (20 min) :
 - Background: critique of the 'new old approaches'
 - Transnationalism
 - Translocality: Key foci and added value
 - Are we all translocal? How do migration and translocality differ? (wrap-up group session)
- *Breaking down: case studies of translocality* (45 min)
 - Group work (30 min):
 - Presentations (10 min)

- Wrap up + buffer (5 min)
- *Discussion* (20 min)
 - What are the potentials and weaknesses of translocality for studying the climate change-migration nexus?
 - How do migration and climate change interact? (Recap from CC-migration module)
 - What's the connection between translocality and resilience?
 - How do translocality and livelihoods relate?

4. Description of activities and exercises:

- Wrap-up group session: *The aim of this little session is to process the provided input on translocality on a personal level. – Translocality in real life*
 - Each person gets one colored card and shall write one word about how s/he thinks s/he is “translocal” (e.g. WhatsApp). They will then share and explain their examples. Discussion/brain storming in what sense respective examples are linked to translocality.
 - What more general phenomena do examples indicate?
 - Include further non-/examples in brief discussion - Why or why not could xy example be considered a translocal phenomenon?
 - This will transition to group work, which will deal with a specific example of applying a translocal approach to a research question
- Group work
 - Split up group of participants into 3-4 smaller groups.
 - Present an example for applying a translocal approach from recent research
 - Ask small groups to discuss that example in terms of:
 - a) Why has the translocal approach been applied in that case?
 - b) Why does the translocal approach make sense for examining that case?
 - c) Or if not, what could be an alternative?
 - d) What would your approach/research framework look like in order to tackle that issue?
 - Ask each group to prepare a short presentation on their discussion's outcome
 - Hand out respective article/extract from an article which describes this example for an application of a translocal approach

5. Literature:

Core reading

Massey et al. (1993). *Theories of International Migration: A Review and Appraisal.* in *Population and Development Review*, Vol.. 19 (3), pp. 431-466

Brickell, K. and Datta, A. (2011.). *Introduction: Translocal Geographies.* In: *Brickell, Datta (eds.): Translocal Geographies – Spaces, Places, Connections.* Farnham: Ashgate, pp. 3-22

Greiner, C. and Sakdapolrak, P. (2013). *Translocality: Concepts, applications and emerging research perspectives.* *Geography Compass* 7(5), pp. 373-384

Further reading:

Freitag, U. and Von Oppen, A. (2010). *Introduction: ‘Translocality’: An Approach to Connection and Transfer in Area Studies.* In: *Freitag, Oppen (eds.): Translocality - the study of globalizing processes from a southern perspective.* Leiden/Boston: Brill Academic Publishers, pp. 1-24

Gielis, R. (2009): *A global sense of migrant places: towards a place perspective in the study of migrant transnationalism.* *Global Networks* 9, 2, 271–287.

Riccio, G. (2004): *Translocal Development: Italy-Senegal. Population Space Place* 10, 99–111

Levitt, P. and N. Glick-Schiller (2004). *Conceptualizing simultaneity. A transnational social field perspective on society. IMR* 38(3), pp. 1002-1039

Lohnert, Steinbrink (2005). *Rural and urban livelihoods. A translocal perspective in a South African context. South African Geographical Journal* (2005) 87 (2), 95 - 103

McFarlane (2009). *Translocal assemblages. Space, power and social movements. Geoforum* 40, 561–567

MODULE 3 / METHODS I: PARTICIPATORY RURAL APPRAISAL

This module presents the participatory tools that could accompany exploration of livelihood context, risk, adaptation strategy, and vulnerability of the community. A hands-on exercise will be assigned in order to allow participants to experience applying some of the selected tools in investigating livelihood context and climate-related risk. The knowledge experience gained will be applied during the field work exercise.

1. Trainer:

Panomsak Promburom is a research scientist at the Center for Agricultural Resource Systems Research, Chiang Mai University, Thailand

2. Key objectives / learning goal:

- Know PRA practices and accompanying tools in various contexts and agendas
- Appreciate and be able to integrate participatory soft system science to unfolding a complex livelihood climate change nexus issue
- Remark on their strengths and weaknesses

3. Module scheduling:

4. *Background and origin of the Participatory Rural Appraisal (PRA)*
Lecture and discussion (20 min)
5. *Selected PRA tools for investigating the linkage between climate change, livelihood security, and human mobility.*
Lecture & exercise (100 min)

4. Description of activities and exercises:

- *Background and origin of the Participatory Rural Appraisal (PRA) (15 min)*
- *Selected PRA tools and exercise by working groups and the selected case/context:*
 - *Participatory mapping (dry demonstration)*
 - *Historical timeline.*
 - *Livelihood context and risk analysis*
 - *Climate change, livelihood vulnerability, and migration linkage analysis*
 - Venn diagram
 - Preparation for PRA practice (check list, logistics, task sharing and protocol, ice breaking, introduction, observation, smoothing the atmosphere, etc.)

5. Literature:

Core reading

Chambers, R. (1994). The origins and practice of participatory rural appraisal. *World Development*, 22(7), 953–969.

Cooke, B., & Kothari, U. (2001). *Participation: The new tyranny?* London: Zed Books.

Kumar, S. (2002). *Methods for Community Participation.* London: ITDG Publishing.

MODULE 3 / METHODS II: SOCIAL NETWORK ANALYSIS (SNA)

This module explores how a social network perspective can help to better understand the migration climate nexus. Participants will be introduced to network thinking and will gain an overview over approaches and methods in social network analysis. Based on the case of Thailand, participants will discuss potentials and shortcomings of a network approach to the resilience of rural communities.

1. Trainer:

Till Rockenbauch, is a research associate and PhD candidate at University of Bonn, Department of Geography. He holds a master's in geography with a focus on social ecological systems research. Before joining the TransRe Project, he worked for 3.5 years with GIZ as an advisor for food security and agricultural policy.

2. Key objectives / learning goal:

- Understand why a network perspective matters
- Gain an overview of approaches and methods of Social Network Analysis
- Explore the role of social networks for the resilience of rural communities
- Discuss potential fields of application, identify challenges / shortcomings of a network approach to the migration-climate nexus

3. Module scheduling:

- Background (5 min)
 - *Input:* What is network thinking?
- The context of Thailand (15 min):
 - Short brainstorming (10 min): Why do social networks matter for the resilience of rural communities?
 - Wrap up and input (5 min):
- Social Network Analysis (25min) :
 - Development of network thinking / network theories
 - Formal SNA
 - Qualitative SNA
 - Tools & Methods
- Operationalization:
 - Group work (25 min): Design of fieldwork in the North/Northeast of Thailand
 - Presentation (10 min)
 - Wrap up + buffer (10 min)

4. Description of activities and exercises:

- Brainstorming:
Every person fills out three cards: 3 different colors, each of them indicating how social networks are related to: coping, adaptation and transforming capacity. Group cards on pin-board and wrap-up by trainer.
- Group Work: 4 topics / 4 groups: *Governance Networks, Innovation Networks, Support Networks, Migration Networks*
 - *Conceptualization: a) What aspect of resilience do you address? b) What is the dependent / independent variable, c) Who are actors / what are ties?*
 - *Operationalization: What approach to use? a) What methods to use in the field? B) How to adapt them? c) What is the focus of analysis? What are network measures?*
 - *Outlook: a) What problems do you envisage? And how should they be addressed? b) What cannot be addressed by SNA and how should it be complemented with other methods?*
 - *Presentation: Each group presents findings in 2,5 min in front of the course*
 - *Wrap-up by trainer*

5. Literature:

Core reading: Social Network Analysis (SNA)

Borgatti, S. P., Mehra, A., Brass, D. J. Brass, G. Labianca (2009). Network Analysis in the Social Sciences. *Science*, 232: 892-895

Crossley, N. (2010) The Social World of the Network Combining Qualitative and Quantitative Elements in Social Network Analysis, *Sociologica*, 1:1-34.

Hawe, P., Webster, C., A. Shiell (2004). [A glossary of terms for navigating the field of social network Analysis](#). *Journal of Epidemiology and Community Health*, 58:971–975

Scott, J. (2011): [Social network analysis: developments, advances, and prospects](#). *Social Network Analysis and Mining*, 1:21-26.

Further reading: Social networks - resilience of rural communities

Baird, T. D., and C. L. Gray (2014). Livelihood Diversification and Shifting Social Networks of Exchange: A Social Network Transition? *World Development* 60:14-30.

Bodin, Ö., and Crona, B. (2009). The role of social networks in natural resource governance: What relational patterns make a difference? *Global Environmental Change* 19:366-374.

Cassidy, L., and G. D. Barnes (2012). [Understanding household connectivity and resilience in marginal rural communities through social network analysis in the village of Habu, Botswana](#). *Ecology and Society* 17(4): 11.

Isaac, M. E., L. C. N. Anglaaere, D. S. Akoto, and E. Dawoe (2014). [Migrant farmers as information brokers: agroecosystem management in the transition zone of Ghana](#). *Ecology and Society* 19(2): 56.

Islam, R., and G. Walkerden. (2014). How bonding and bridging networks contribute to disaster resilience and recovery on the Bangladeshi coast. *International Journal of Disaster Risk Reduction* 10:281-291.

Rindfuss, R. R., M. Piotrowski, B. Entwisle, J. Edmeades, and K. Faust (2012). Migrant remittances and the web of family obligations: [Ongoing support among spatially extended kin in North-east Thailand, 1984–94](#). *Population Studies* 66:87-104.

Scheffran, J., E. Marmer, and P. Sow (2012). Migration as a contribution to resilience and innovation in climate adaptation: Social networks and co-development in Northwest Africa. *Applied Geography* 33:119-127.

Scott, M. (2014). Re-theorizing social network analysis and environmental governance: Insights from human geography. *Progress in Human Geography*.

Wossen, T., T. Berger, T. Mequaninte, and B. Alamirew. (2013). Social network effects on the adoption of sustainable natural resource management practices in Ethiopia. *International Journal of Sustainable Development & World Ecology* 20:477-483.

Further reading: Relational thinking

Emirbayer, M. (1997). [Manifesto for a relational sociology](#). *The American Journal of Sociology*, Vol. 103: pp. 281-317

Emirbayer, M., and J. Goodwin (1994). [Network analysis, culture, and the problem of agency](#). *The American Journal of Sociology* 99:1411-1454.

MODULE 3 / METHODS III: MULTI-SITED RESEARCH

As people's mobility as well as places' interconnectedness in a globalized world foster modes of living that span multiple places, studying people's everyday lives requires research approaches which likewise integrate multiple places. This issue has been addressed in particular by anthropology scholars in the last two decades. Although the research approach is known as *multi-sited ethnography*, it is applied to other academic fields as well. In human geography, data collection within empirical studies on human migration, for instance, draws on multi-sited ethnography. In this module we will discuss the approach's key foci, its development, as well as its applicability, in particular to social research beyond ethnography.

1. Trainer:

Luise Porst, studied spatial planning and human geography with a special focus on developing countries. She is a research associate and PhD student in the TransRe Project at the Department of Geography, University of Bonn, Germany.

2. Key objectives / learning goals:

- Obj.1: Get to know multi-sited research as a method to analyze migration
- Obj.2: Understand the method's origin and theoretical background
- Obj.3: Explore the method's range of usage and be able to apply it
- Obj.4: Understand its potentials and limits in the scope of studying translocality and resilience

3. Module scheduling:

- *To Obj. 1 & 2:* Brainstorming + Input + Questions (30min)
- *To Obj. 3 & 4:* Exercise, group work (40min) + discussion (15min)

4. Description of activities and exercises:

- *Brainstorming based on initial question:*
Why multi-sited? Why should we include multiple sites in an empirical study in order to analyze livelihoods and resilience in rural Thailand for instance? (5min)
- *Input + questions (25min):*
 - a) Origin: multi-sited ETHNOGRAPHY, methodological background
 - Why and what for → methodology's purpose
 - How? → Methods: in-depth interviews & participant observation
 - b) Adaptation within human geography: multi-sited RESEARCH
 - Approach's purposes & potentials → reference to results of brainstorming
 - Examples → link to group work
- *Group work (35min):*
 - a) Introduce 2 examples of research projects which multi-sited research as set of method was used for, i.e. their key research questions which were intended to be answered by doing multi-sited research
 - b) Participants split in 4 groups and discuss if, why, and how they would (or would not) apply a multi-sited approach (what activities, what target groups, where/why in different places?...), and whether respective research question needs a multi-sited approach
 - c) Participants design a research plan (in rough terms) – based on their group discussion – which outlines their ideas for tackling the respective research question

d) Each group presents their ideas briefly to the plenary

▪ *Discussion (20min):*

Added value, strengths and limitations of multi-sited research in the context of migration and translocality, which will probably have been touched upon during group work, will be discussed and summarized

5. Literature:

Core reading

Marcus, G.E. (1995). Ethnography in/of the World System: The Emergence of Multi-Sited Ethnography. *Annual Review of Anthropology, Vol. 24*, pp. 95-117

Amelina, A. (2010). Searching for an Appropriate Research Strategy on Transnational Migration: The Logic of Multi-Sited Research and the Advantage of the Cultural Interferences Approach. *Forum: Qualitative Social Research, 11(1)*, Art. 17, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1001177>.

Gille, Z. (2001). Critical Ethnography in the Time of Globalization: Toward a New Concept of Site. *Cultural Studies – Critical Methodologies, 1(3)*, 319-334

Further reading

Falzon, A. (2009). Introduction: Multi-sited Ethnography: Theory, Praxis and Locality in Contemporary Research. In: Falzon, A. (ed.): *Multi-sited Ethnography: Theory, Praxis and Locality in Contemporary Research*. Farnham, Burlington, pp. 1-23

Boccagni, P. (2010). Exploring migrants' affective ties at a distance: is "multi-sited" ethnography enough? *Bielefeld: COMCAD*

Lambek, M. (2011). Reflections on hermeneutics and translocality. *Working paper Zentrum Moderner Orient*

Hannerz, U. (2003). Being there... and there... and there!: Reflections on Multi-Site Ethnography. *Ethnography 4(2)*: 201–216

Benz, A. (2014). Mobility, multilocality and translocal development: changing livelihoods in the Karakoram *Geografika Helvetica 69*, pp.259–270.

Nadai, E. and C. Maeder (2005). Fuzzy Fields. Multi-Sited Ethnography in Sociological Research. *Forum Qualitative Social Research, 6 (3)*, Art. 28

Richter, M. (2012). Researching Transnational Social Spaces: A Qualitative Study of the Spanish Second Generation in Switzerland. *Forum Qualitative Social Research, 13 (3)*, Art. 8

MODULE 4: POLICY AT THE CLIMATE-MIGRATION NEXUS: FROM THEORY TO PRACTICE

This module will touch on public policy theory generally, but with an eye toward climate change and migration policies specifically. Students will be exposed to a number of prominent public policy theories (e.g., Policy Cycle and the Multiple Streams Approach) and will compare their utility in regards to real world climate-migration policies. Students will also learn of the myriad actors in the climate-migration space, their aims, and existing policies and be encouraged to critically investigate how these policies came to be. A special guest lecturer from the International Organization for Migration (IOM) will give more concrete, on-the-ground insight on their existing policies to round out the discussion.

1. Trainer:

Kayly Ober, Research Associate/PhD Candidate, TransRe
Sabira Coelho, Program Associate, International Organization for Migration (IOM)

2. Key objectives / learning goal:

- Identify the stakeholders and relevant policies related to climate & migration
- Gain an understanding of the processes & theories behind policymaking

3. Module scheduling:

- *Powerpoint presentation on public policy theories*
- *Implementation of public policy theories*
- *Discussion of existing real world policies*

4. Description of activities and exercises:

- *Powerpoint presentation of public policy theories (40 min):*
The trainer will present different prominent public policy theories, including Policy Cycle and Multiple Streams Approach. Examples from different real world problems related to the environment will be used to examine their validity. The trainer will also guide students through the process of current policy processes related to climate and migration.
- *Stakeholder analysis exercise (50 min):*
Students will break into different groups to brainstorm possible stakeholders involved in policymaking related to climate & migration. Students are encouraged to think at multiple levels (e.g. international, national, local) and across disciplines (e.g. migration & environment). Groups will then present their findings and will discuss as a whole who is missing from their diagrams and possible reasons why.
- *Implementing theory exercise (45 min):*
Students will be given the chance to apply parts of public policy theories to real world policies related to climate and migration. The trainer will provide instances of existing policy and students will be encouraged to think critically along the following questions: How was the problem defined? Who defines it? What advocacy coalitions are there? Why did they join up? What were the focusing events? What were the windows of opportunity? What venues were used to legitimize the policy?
- *Powerpoint presentation on existing policies (15 min):*
The trainer will present on suggested and existing real world policies at different levels. Students will use their critical thinking to understand why certain policies gain traction and others do not.

- *Guest lecture from IOM (15 min):*
A representative of the IOM will present about current IOM policies and future strategies related to climate & migration. This portion of the module is meant to allow students to see how real world organizations navigate making meaningful policies in a contested space.

5. Literature:

Policy Cycle:

Jann, W. & Wegrich, K. (2007). Theories of the Policy Cycle, in F. Fischer et al (Eds.) *Handbook of Public Policy Analysis* (Chap. 4, pp. 43-62). CRC Press, Boca Raton, FL.

td/r: Cairney, P. (2013). Policy Concepts in 1000 Words: The Policy Cycle and its Stages, Paul Cairney: Politics & Public Policy, Accessed at: <https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-its-stages/>

Multiple Streams Approach:

Zahariadis, N. (2007). The Multiple Streams Framework: Structure, Limitations, and Prospects, in P. Sabatier (Ed.) *Theories of the Policy Process* (Chap. 3, pp. 65-92). Westview Press, Boulder, CO.

Agenda Setting:

Birkland, T., Agenda Setting in Public Policy, in F. Fischer et al (Eds.) *Handbook of Public Policy Analysis* (Chap. 4, pp. 63-74). CRC Press, Boca Raton, FL.

Climate-Migration Policy Analysis:

[political economy perspective] **Felli, R. (2013).** Managing Climate Insecurity by Ensuring Continuous Capital Accumulation: 'Climate Refugees' and 'Climate Migrants'. *New Political Economy*, (18)3, 337-363.

[overview] **Martin, S. (2012).** Environmental change and migration: legal and political frameworks. *Environment and Planning C: Government and Policy*, 30, 1045-1060.

[public policy perspective] **Vlassopoulos, C.A. (2013).** Defining Environmental Migration in the Climate Change Era: Problem, Consequence or Solution? In T. Faist & J. Schade (Eds.), *Disentangling Migration and Climate Change* (pp. 145-161). Springer, Berlin, Germany.

[international level] **Warner, K. (2012).** Human migration and displacement in the context of adaptation to climate change: the Cancun Adaptation Framework and potential for future action. *Environment and Planning C: Government and Policy*, 30, 1061–1077.

Websites of Relevant Organizations

(This is a selection of relevant organizations, but please feel free to look for more and report back to the class. Always read for: What's their mission? What kinds of projects do they implement? How do they talk about or make policies on migration? Who do they get funding from? Compare and contrast how different organizations talk about the issues.):

International Organizations:

- International Organization for Migration (IOM)
- UNHCR
- Nansen Initiative

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- UNDP

NGOS:

- UKCCMC
- Environmental Justice Foundation
- Christian Aid
- Refugees International

Multi-Lateral Development Banks:

- World Bank
- Asian Development Bank

Research Institutions:

- UNU-EHS
- Brookings Institute
- Internal Displacement Monitoring Centre (IDMC)

Module 5: EXCURSION IN THUNG HUA CHANG, LAMPHUN PROVINCE & DESCRIPTION

This module will bring theory to practice. Participants will practice data collection and focus group discussions by using selected tools and methods from other modules to get a better understanding of rural community vulnerability and resilience to climate-related risks as well as investigating the role of migration to enhance community resilience of 2 villages in Thung Hua Chang district, Lamphun. Findings from group and individual practices will be presented to community representatives and in a plenary session.

Villages in Thung Hua Chang district are located on hilly, forested slopes along small rivers that drain into the Li River. Community livelihoods are still dependent on agriculture and off-farm income jobs, with migration being one important household strategy to cope with shocks and stresses from climate-related risks (e.g. rainfall variability, drought, flood, etc.); and other pressures (e.g. socio-economic, environmental change, development policies, etc).

1. Trainer:

Taschai Akarawongwiriya, Raks Thai Foundation

Sopon Naruchaikusol, Research Associate/PhD Candidate, TransRe

2. Key objectives / learning goal:

- Understand rural livelihoods in Thailand, the impact of climate change on livelihoods and migration and how people adapt to climate-related and other risks
- Practice and apply selected methods in a real world setting
- Discuss and identify key findings, challenges, and outcomes of selected tools and methods

3. Module scheduling:

- Day 1
 - Overview of study village, Ban Don Mun – Moo 8 (Thai village) and Ban Mae Bon Tai – Moo 10 (Karen village), and related activities (20 mins)
 - Transfer to Thung Hua Chang district, Lamphun province (2.5 hrs)
 - Split groups (2 groups for each village) to prepare materials and questions for the next day
- Day 2
 - Short visit to observe community livelihoods, and community forest and water management (45 min)
 - Data collection and focus group discussion exercises I (2.5 hrs)
 - Use main tools/methods (e.g. seasonal and hazard calendar)
 - Lunch break (1.5 hrs)
 - Focus group discussion and/or independent exercise II (2.5 hrs)
 - Use tools/methods from training modules
 - Short feedback session to community representatives (30 mins)
 - Transfer to Chiangmai and farewell dinner (3.5 hrs)
- Day 3
 - Plenary presentation and discussion on key findings, challenge, and outcomes (1.5 hrs)

4. Description of activities and exercises:

- *Background information:*
 - Overview of communities in Thung Hua Chang district (Ban Don Mun and Ban Mae Bon Tai)
 - Experience rural livelihoods in 2 difference settings (Thai and Karen community) and community forest management
- *Brainstorming:*
 - Split into groups (4 – 5 people or 2 groups per village) and collect data by using 3 main FGD tools/methods and tools/methods from TransRe learning modules
 - *Methods and materials:* 1) What information do we need to address? 2) How could we collect data? 3) Who is our target groups? and 4) What tools and materials should we apply for a data collection and focus group discussion?

Group work:

- Main topics: livelihood assets, climate risks, role of migration, and community resilience
- Questions for a data collection and facilitator & translator roles
- Short feedback session to key informants and community representatives
- Plenary presentation and discussion on key findings, challenges, outcomes, and discussion issues

5. Literature:

Why successful in situ adaptation with environmental stress does not prevent people from migrating? Empirical evidence from Northern Thailand

<http://www.tandfonline.com/doi/full/10.1080/17565529.2013.826129?mobileUi=0#.VVVwfPmqgko>

Where the rain falls: climate change, food and livelihood security, and migration

http://www.care.org/sites/default/files/documents/CC-2012-WTRF_report_low_res.pdf

Climate Vulnerability and Capacity Analysis (CVCA) Handbook

http://www.careclimatechange.org/tk/integration/en/quick_links/tools/climate_vulnerability.html

General Info about Thung Hua District:

http://en.wikipedia.org/wiki/Thung_Hua_Chang_District